Research Article

Development of GOFIN (Google form interactive)-based on the short story worksheet with differentiated learning approach

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Abstract: The availability of interactive-based student worksheets that also take into account differences in learning styles is necessary to address the challenges of the digital era in teaching short story writing. This research aims to develop Student Worksheets (LKPD) based on Gofin (Interactive Google Form) for short story text learning with the application of a differentiated approach that is suitable for interests, abilities, and learning styles. This developmental research adapts the ADDIE model and carries out three steps, namely analysis, design, and development. The implementation and evaluation steps are conducted in subsequent research. The research results indicate that this LKPD is highly suitable and engaging with a material validity rate of 87%, media validity of 83%, and student response of 96%. This LKPD is designed to accommodate differences in students' learning styles (kinesthetic, auditory, visual) so that learning objectives can be maximally achieved.

Keywords: differentiated learning; Google form interactive; short story text; student worksheets

1. Introduction

The differentiated learning approach is based on Ki Hajar Dewantara's philosophy that the aim of education is to channel all of a child's potential so they can achieve the highest levels of security and happiness, both as individuals and as members of society. This illustrates that learning should adapt to the needs of learners who bring differences in learning activities (Fitra, 2022; Herwina, 2021; Kamal, 2021; Wahyuningsari et al., 2022). The adjustment referred to pertains to adaptation to the learning profile, interests, talents, learning styles, and readiness levels of learners in achieving learning competencies (Morgan, 2014).

According to Tomlinson, differentiated learning refers to the collaboration and integration of all differences in seeking information, generating ideas, and expressing what has been learned (Tomlinson, 2001). In other words, differentiated learning emphasizes the idea that everyone has different interests, skills, and abilities, making the role of the teacher crucial in coordinating these differences and integrating them with appropriate strategies (Faiz et al., 2022).

Teachers can meet the individual needs of students by implementing differentiated learning. In this approach, students will learn according to their capacities, interests, and individual needs to prevent frustration or failure during the learning process. Teachers play a key role in creating an appropriate learning environment and adjusting the content, processes, and learning outcomes to fit the diverse profiles of students in the classroom (Wahyuningsari et al., 2022). In a teaching process focused on differentiation, teachers have the ability to adjust four main elements: the content of the learning material, the method of delivering the material, the outcomes or products produced by students, and the classroom environment or atmosphere. This applies when teaching literature as well.

Short stories, as one part of literature, are taught in 9th grade of Junior High School (SMP/MTs). Short stories are literary works that arise from someone's imagination, telling events or incidents involving characters with various touching, pleasant, and challenging feelings. These stories are conveyed succinctly, briefly, clearly, precisely, and have a

sequence of events that are sequential, making them easily understood in one reading (Marlinda et al., 2018; Syarifudin, 2020).

Based on observations, the teacher employs a classical method by treating all students equally. The teacher also issues oral commands that cannot be repeated by students if they do not take notes. Moreover, the use of notebooks or photocopies of questions is deemed less useful in this era of technological advancement. Therefore, there is a need to find innovative teaching materials that can support the learning process.

Teaching materials are various resources used to assist teachers or instructors in carrying out the teaching and learning process in the classroom (Prastowo, 2015). The teaching materials in question include both written and unwritten materials. In this case, one example is the Student Worksheet, which considers different learning styles and applies the paperless principle.

Student Worksheets are one of the tools and learning materials commonly used to support the smoothness of the teaching and learning process (Muslimah, 2019; Susilawati, 2022). According to Permendikbud No. 81A, Student Worksheets are a collection of sheets containing various tasks that must be completed by students as part of the learning process. The preparation of Student Worksheets aims to cover four important aspects: (a) facilitating interaction between students and learning materials through effective presentation methods, (b) enhancing students' understanding of the material by providing relevant tasks, (c) developing students' independence in the learning process, and (d) aiding educators in assigning tasks to students (Alamsyah, 2021).

Student Worksheets) consist of a collection of sheets commonly referred to as pages, which have an identical square shape (Baihaki et al., 2021). Indeed, with the advancement of technology, the use of Student Worksheets has also shifted from paper-based to digital-based. One easy and affordable application that can be used is Google Forms.

Google form is a template-based form application that can be used individually or collaboratively to collect information from users (Iqbal et al., 2018). Over time, Google Forms has undergone various updates that have introduced several new features. Some of these include the search menu, the ability to shuffle questions to randomize their order, response limits to restrict answers to only once per person, shorter URLs, specific themes for more attractive displays, and automatic features that provide suggested answers when creating forms.

One of the newest features added is "file upload," which allows users to answer questions by sharing content or files from their computer or Google drive. However, it's worth noting that this upload feature is only available to users using G Suite services. In October 2014, Google introduced add-ons for Google forms, allowing third-party developers to create additional tools with various features that can be used in surveys.

Fascinatingly, Google forms in this research are crafted in an interactive format, hence termed as Interactive Google form or GOFIN. GOFIN is further enhanced with interactive language to transition seamlessly from one section to another. The concept of interactive Google Forms entails utilizing the software as instructional materials in the form of Student Worksheets. Within this application, interactive learning is facilitated, presenting content in the form of audio, graphics, 3D, video, animations, and allowing for user interaction (Cheng, 2009). This interactive learning will be facilitated through the use of smartphones or mobile phones as supporting tools, along with other applications.

Several previous and relevant studies to this research have addressed the relationship between the use of Student Worksheet, Google form, and differentiated learning. The development of expository text Student Worksheets with the CTL model has been shown to improve Minimum Mastery Criteria at SMP Negeri 3 Citeureup. The Contextual Teaching and Learning (CTL) method focuses on linking subject matter with real-life contexts for students, while Student Worksheets are used as tools to support learning. Integrating Google Form in this context may expand the use of technology to facilitate more interactive and up-to-date learning (Alamsyah, 2021). Student Worksheets are also highly effective in fostering students' learning independence (Rahmatillah et al., 2017). The practicality assessment of the English Student Worksheets based on DBL

(Discovery Based Learning) that has been developed indicates that both educators and students agree that the Student Worksheets are highly practical and user-friendly (Suarni, 2022). This research aims to develop Student Worksheets for short story learning materials for ninth-grade students that can be used independently by learners.

Research related to the use of Google forms has been conducted and has shown positive results. Google forms can be utilized as one of the learning tools during the COVID-19 pandemic as an alternative option to in-person classroom learning (Septiawan, 2020). The explanation is consistent with Akifee's view that Google Forms is the most effective learning tool due to its ease of use and effectiveness, especially in addressing the limitations of students' conditions (Bensulong et al., 2021). Next, the use of Google Forms as an evaluation tool is highly practical. Furthermore, this practicality also aids teachers in assessing students more easily (Amalia, 2019). Based on these results, the researcher used Google Form application as the medium for the Student Worksheets which can be accessed anytime and anywhere as long as there is internet coverage.

Since the implementation of the independent curriculum, differentiated learning approaches have been applied to create a learning environment that suits the needs of students. In this approach, the content, process, and outcomes of learning are adjusted according to the characteristics and profiles of individual students present in the classroom (Wahyuningsari et al., 2022). In its implementation, differentiated learning strategies involve three different aspects: visual, auditory, and kinesthetic. Based on research conducted by Kamal, it was found that the implementation of differentiated learning strategies significantly increased the activity and mathematics learning outcomes of students (Kamal, 2021). The Student Worksheets developed by the researcher utilize a differentiated approach to accommodate the diverse learning needs of each student, which has not been extensively explored by other researchers.

Among the numerous studies conducted, none have yet demonstrated the use of interactive Google Form-based Student Worksheets designed with a differentiated learning approach for Short Story Text material. Therefore, there is an urgency to develop teaching materials such as interactive Google Form-based mobile learning Student Worksheets with a differentiated learning approach to enhance comprehension outcomes in literature, particularly short story texts.

2. Materials and Methods

2.1 Research Design

The method used in this research is Research and Development (R&D), more commonly known as the research and development method. The main objectives of R&D research are twofold: to develop new products and to test the effectiveness of these products (Sugiyono, 2013). Essentially, this research focuses on the development and evaluation of a product. The product is a differentiated learning activity sheet for short story texts based on GOFIN (Google Form Interactive) designed for ninth-grade students, which can be accessed on mobile phones or laptops.

This research adopts the ADDIE model as the development framework. The ADDIE model is considered a reference framework in research and development for creating teaching materials aimed at addressing challenges in the learning process. (Tegeh & Kirna, 2013). The ADDIE model is characterized by its structured features, making it an effective guideline in creating teaching materials (Arianty et al., 2021). This model is systematically and systematically structured, with the aim of addressing challenges in learning resources while considering the needs and characteristics of learners. It consists of five interrelated stages: Analysis, Design, Development, Implementation, and Evaluation. However, due to time and resource constraints, this study only focuses on three stages of the ADDIE model: analysis, design, and development. The implementation and evaluation stages will be conducted as further research. The stages of the ADDIE model presented in the Figure 1.
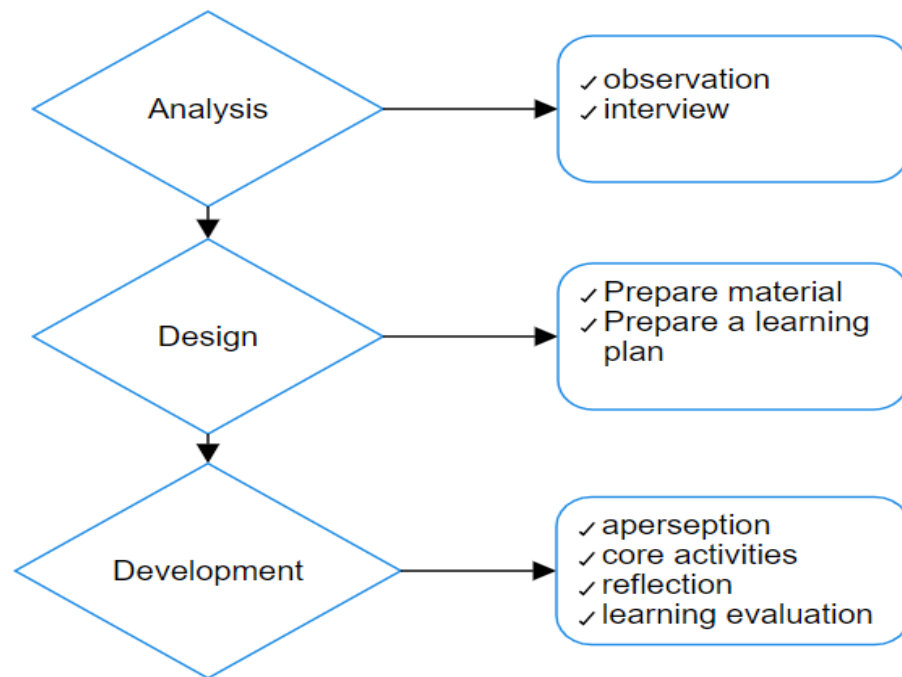
Figure 1. The ADDIE Model Stages Used by the Researcher

2.1.1 Problem Analysis

The first step is problem analysis. In this stage, the concept and type of Student Worksheets will be determined based on data obtained from needs analysis by distributing questionnaires to 2 teachers and 10 ninth-grade students, selected randomly. First, the questionnaire is distributed to determine the types of learning information and forms of Student Worksheets that are effectively used in learning short story texts, to better understand the challenges faced by teachers and students in learning short story texts, and which materials are complex for students to understand in learning short story texts. After that, a curriculum analysis is conducted to obtain research information that supports based on the applicable curriculum. Then, an analysis of important material about short story text material is conducted by distributing questionnaires to 2 Indonesian language teachers and 10 randomly selected ninth-grade students so that the material in the Student Worksheets based on GOFIN with a differentiated learning approach is in accordance with the needs in the field.

2.1.2 Product Design

Based on the needs analysis, the second step in the research and development process is to design the product to be developed. In this stage, the design of the GOFIN based Student Worksheets content is based on learning competencies according to the 2013 curriculum. The design of the GOFIN Student Worksheets content is developed with a differentiated approach according to kinesthetic, auditory, and visual learning styles in learning short story texts. Next, questionnaires are prepared for the research subjects consisting of media experts, content experts, teachers, and student responses. In addition, the design is created, and the elements required for the Google forms-based learning media have been prepared.

2.1.3 Product Development

After designing and preparing several necessary elements, the next step is to create a product navigation flow in the form of a Student Worksheets flowchart on Google forms which is made as interactive as possible in the learning process.

2.2 Research Subjects

The research subjects play a crucial role as they provide data on the variables observed in the study. In the research and development of the GOFIN-based Student Worksheets with a differentiated learning approach, the research subjects consist of one content expert, one media expert, two teachers, and 30 students from the 9th grade at MTs Hasyim Asy`ari Batu City. The subject matter expert and media expert are lecturers at the Islamic University of Malang who specialize in instructional media. The next two individuals are senior teachers of Indonesian language subjects.

2.3 Research Instrument

The types of instruments used in this study are as follows: (1) Needs analysis questionnaires distributed to 2 Indonesian language teachers and 30 randomly selected 9th-grade students. These questionnaires were used to gather information about the LKPD, content, obstacles, and challenging materials in learning short story texts. (2) Validity testing sheets were used to assess the feasibility of the developed product. These assessment sheets were provided to the expert team, including one content expert and one media expert. (3) Limited response assessment sheets (for teachers and students) were used to measure the attractiveness of the developed product.

2.4 Data Collection Technique

This research utilized non-test data collection techniques. The data generated originated from the needs analysis and the feasibility analysis of the Student Worksheets teaching materials. The results of the needs analysis were derived from primary data (closed questionnaires administered to a sample of teachers and students) and secondary data (through literature review). The assessment of the feasibility of the Student Worksheets teaching materials came from the evaluation of media feasibility by experts and users (teachers and students).

2.5 Data Management Techniques

The data analysis technique used qualitative data analysis with a 5-point alternative Likert scale, namely Very Poor (1), Poor (2), Fair (3), Good (4), and Very Good (5). Furthermore, to determine the percentage score, it can be calculated using the following Formula 1.

$$P = \frac{a}{b} \times 100\%$$

(Formula 1)

Explanation: P = percentage; a = obtained score; and b = maximum score.

Furthermore, the percentage score data needs to be converted to determine the criteria for the level of feasibility, ranging from excellent, good, fair, poor, to very poor. Table 1. is the conversion table guideline for percentage values (Arikunto, 2016).

Table 1. Guidelines for Percentage Value Conversion

Percentage rate	criteria
80% - 100%	excellent
70% - 79%	good
60% - 69%	fair
50% - 59%	poor
0 % - 49%	very poor

3. Results

The result of the research on developing teaching materials in the form of Student Worksheets based on GOFIN with a differentiated learning approach includes three stages: analysis, design, and development.

3.1 Analysis

The problem analysis was conducted through two activities, namely classroom observation and interviews with the teaching staff. The observation activity in this study was carried out by observing the learning activities of short story texts in class IX of MTs Hasyim Asyari Batu, East Java. The observation results showed that the teacher used a classical method by treating all students equally. The teacher began the lesson with a prayer together, then conveyed the day's activities, namely determining the characters in the short story. The seating arrangement was also conventionally arranged, facing the blackboard. The teacher instructed the students to read the short story contained in the textbook and then complete the assignments listed according to the instructions in the book. Students were asked to sit quietly and not be noisy.

The second finding is that the teacher used oral commands, such as "*Buka buku halaman 56, baca cerita pendek yang ada di buku itu, lalu kerjakan latihan soalnya*!" Furthermore, when some students asked questions about the protagonist and antagonist characters, the teacher answered them orally without ensuring that all students were attentive and understood what was being conveyed. This certainly has a weakness, as the information and instructions given by the teacher cannot be repeated. For auditory learners, this method may be easier, but for kinesthetic and visual learners, it would pose difficulties.

Students complete their assignments in their notebooks, but if they don't answer in their notebooks, they are allowed to use paper. The excessive use of paper will certainly have a negative impact on the environment. This also needs to be considered by the teacher. Students are prohibited from using mobile phones. This actually results in students secretly using them. The teacher becomes angry with this situation, making the learning atmosphere less conducive. Therefore, it is necessary to find alternative teaching materials related to worksheets to conceptualize the learning process and even accommodate different learning styles while adhering to the paperless principle.

Next, the results of limited interviews with teachers yielded initial knowledge that teachers still struggle to determine easy and digital-based media, especially for literature material. Furthermore, the use of classical methods, in the sense of treating all students equally, facilitates teachers who teach in many classes. However, this makes students less enthusiastic, and the achievement of material understanding cannot be measured well. The exploration of students' competencies towards achieving basic competencies mostly still relies on the grades students have achieved when submitting their assignments to the teacher. Students have not fully understood the short story text material, especially its constituent elements such as the differentiation of characters depicted in the short story text.

3.2 Design

The next activity is to design the product, starting with the initial step of gathering selected materials based on the principle of meeting the needs of students in accordance with the 2013 curriculum revised in 2016. The researcher has not used the independent curriculum (Kurikulum Merdeka) because MTs Hasyim Ashari has not implemented it for class IX yet. However, the principle of differentiated learning as the essence of the independent curriculum is applied in this learning process. The next stage is to develop the Lesson Implementation Plan (RPP). Teachers can develop and prepare the RPP in a simple manner, considering principles of efficiency, effectiveness, and focusing on the students (Sopandi, 2020). The two basic competencies are scheduled to be implemented in two meeting sessions, each for KD 3.5 and KD 4.5. However, the product in this research is still in the design stage for the first meeting. The basic competencies that are intended to be achieved can be seen in the following Table 2.

Table 2. Basic Competencies and Competency Achievement Indicators

No	Basic Competencies	Competency Achievement Indicators
1	3.5 Identifying the constituent elements of literary works in the short story text read or heard	3.5.1 Discovering, determining, and explaining characterizations in the short story text being read
2	4.5 Summarizing the constituent elements of literary works with supporting evidence from the short story text read or heard	4.5.1 Summarizing the characterization and message contained within the short story

The detailed indicators to be achieved for both pairs of basic competencies are then created. Next, a Google form content design is created. Although Google form is generally used as an evaluation tool, in this product design, Google form is used more than just an evaluation tool but as a Student Worksheet that contains a complete flow from the presentation of material designed in the form of differentiated learning, quizzes or exercises, to the final evaluation.Here is the general design of the GOFIN-based Student Worksheets content presented in the Figure 2.
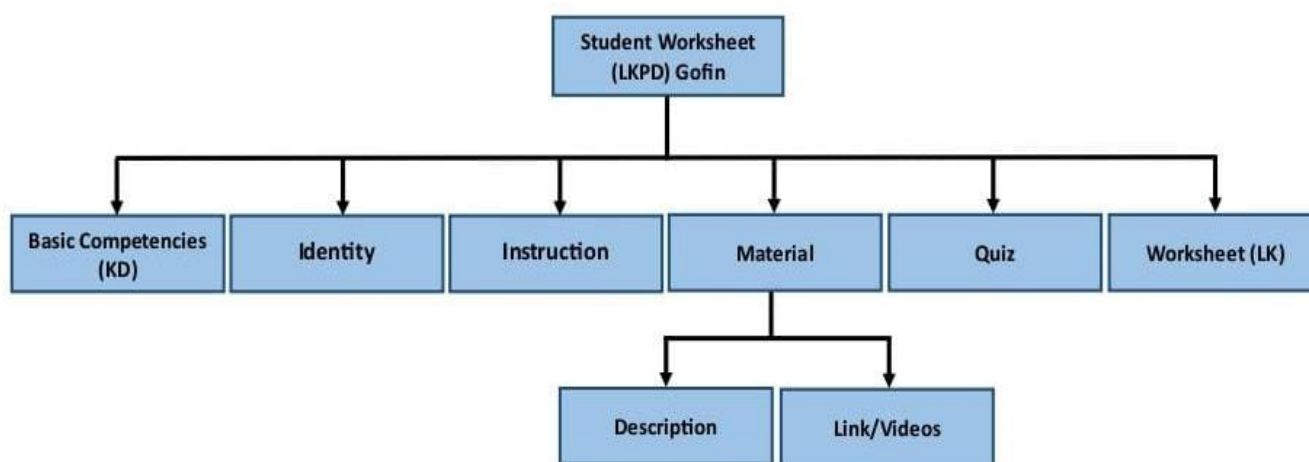
Figure 2. Product Design

3.3 Development

After the content of the Student Worksheet (LKPD) has been designed, the product navigation flow in the form of a Gofin-based LKPD flowchart with a differentiated learning approach is created as follows in Figure 3. The researcher divided the development of this Gofin-based Student Worksheets product into four parts: apperception, core activity, reflection, and learning evaluation.

3.3.1 Apperception Activity

In the apperception section, students are asked to fill in their personal information, namely: name, school name, and class name. Then, students are asked to pray before starting the activities as a reinforcement of religious character. The following Figure 4 is the initial display containing the apperception.
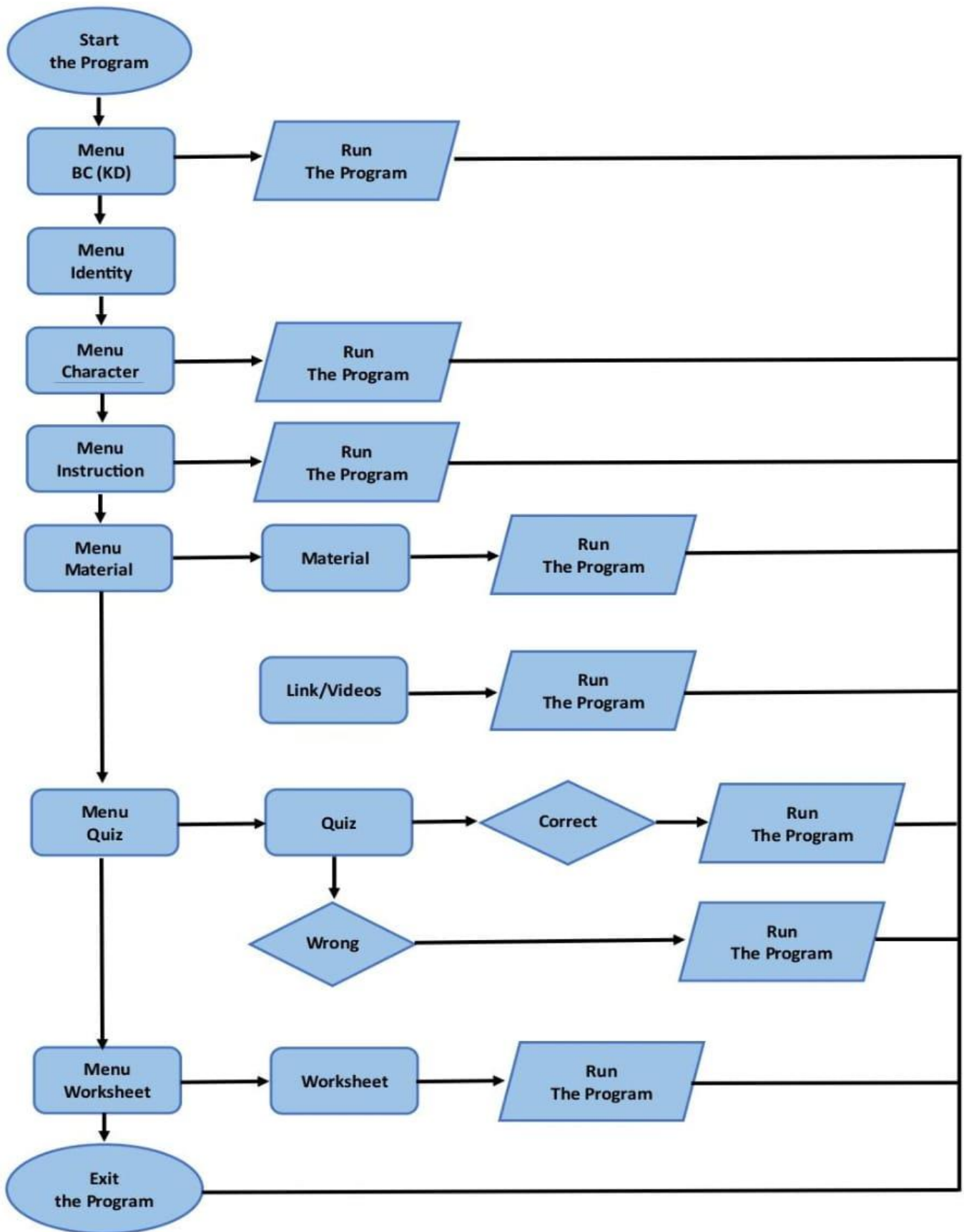
Figure 3. Gofin-based Student Worksheets Navigation Flow

Figure 4. Initial Gofin Display

The next part is providing motivation with sentences, "*Bagus, kalian memiliki pribadi yang rendah hati dan senang menerima doa-doa baik dari orang lain*". The final part of the apperception is the delivery of learning targets, namely the basic competencies that will be learned, KD 3.5 and 4.5 as indicated in the previous Figure 5.
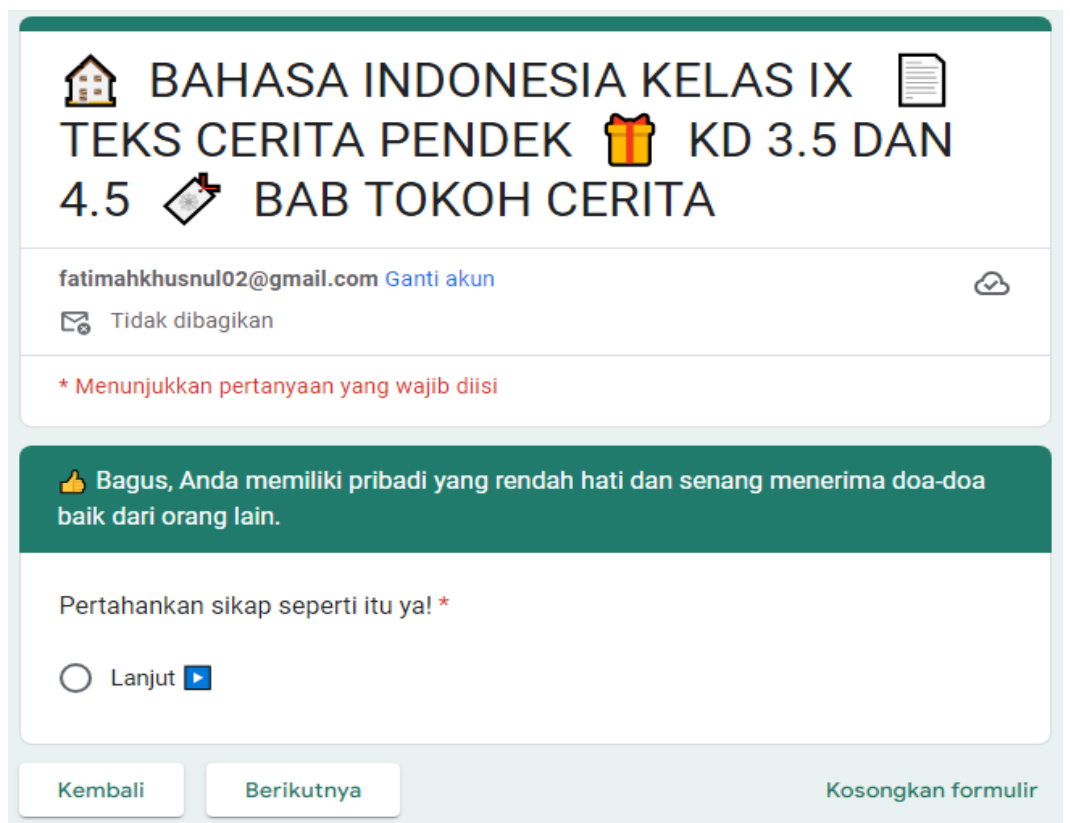

Figure 5. Display of Character Strengthening Motivation

3.3.2 Core Activity

The second part is the core of the learning activity. This part provides an opportunity for students to understand the basic competencies to be achieved in learning short story texts using Student Worksheets as learning media. Furthermore, students can choose according to their preferred learning style in understanding the material. The learning styles of students are determined from the results of an IQ test conducted at the beginning of the school year by the guidance counselor, and are in accordance with the observations of students' characteristics during the course of learning.

The students' learning styles, namely kinesthetic, auditory, and visual, are attempted to be developed by the researcher in the Student Worksheets summarized in the following Table 3.

Table 3. Presentation of Differentiated Learning Implementation Data

No	Skills	Activity
1	Kinesthetic	a. Students choose the kinesthetic learning style.
		b. Students are given tasks to role-play.
		c. Students summarize the main and supporting characters based on role-playing and watching YouTube.
2	Auditory	a. Students choose the auditory learning style.
		b. Students are given role-playing tasks based on YouTube videos they listened to.
		c. Students summarize the main and supporting characters.
3	Visual	a. Students choose the visual learning style.
		b. Students read theories about characterization in the story.
		c. The form of the questions is written story questions.

Here is the display of menu options according to students' learning styles, which will be further elaborated in the following subsections, presented in the Figure 6.
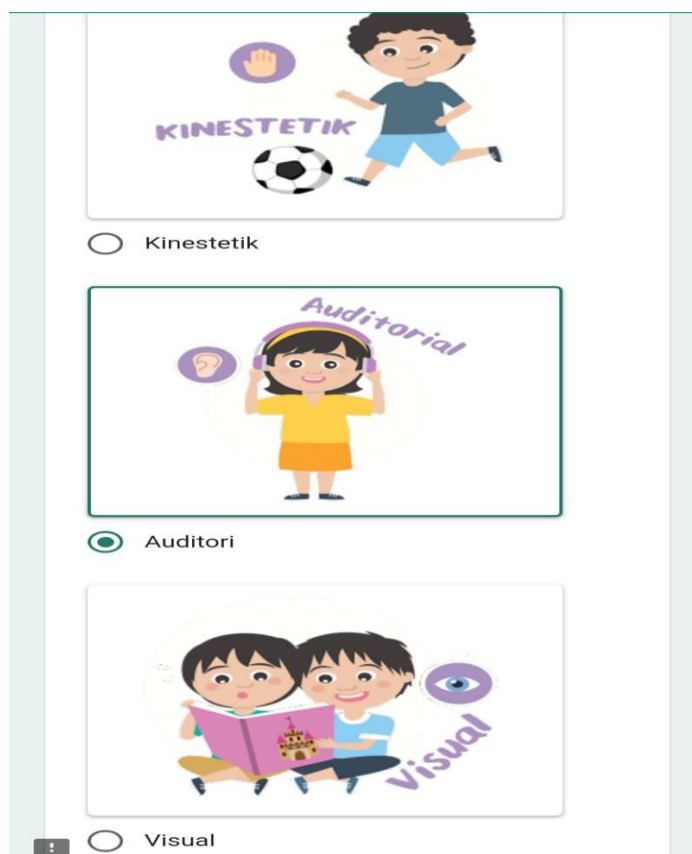

Figure 6. Display of Learning Style Options

3.3.2.1 Kinesthetic

In the learning activity with a kinesthetic learning style, students are asked to role-play with three of their friends. The purpose of this activity is to apply understanding of the main and supporting characters. The main character is the central figure who plays an important role in the story, while the supporting character is a character who supports and reinforces the main character's role. The text to be performed is a part of the folk story titled "Malin Kundang". Next, students answer questions about who frequently and infrequently appears to conclude the main and supporting characters.

The second activity is to listen to an excerpt of a poem musicalization titled, "Napas Terakhir Ibu". Next, students are asked to summarize the characters' traits and the messages contained within. To provide reinforcement, a conclusion section is created which includes ways to determine a character's traits. Here is the Kinesthetic Gofin display, presented in the Figure 7.

Figure 7. Kinesthetic Gofin Option Display

3.3.2.2 Auditory

In the learning activity with an auditory style, there are steps in Gofin as follows. First, students choose the auditory learning style option, then they listen to YouTube videos about the types of characters in stories. Next, students listen to a YouTube musicalization of the short story titled "Napas Terakhir Ibu". Afterwards, students are asked to summarize the characters' traits and the messages contained within. To provide reinforcement, a conclusion section is created which includes ways to determine a character's traits. Here is the Auditori Gofin display for the first part, presented in the Figure 8.

Figure 8. Auditory Gofin Option Display

3.3.2.3 Visual

In the learning activity with a visual learning style, there are steps that students take, including the following: First, students choose the visual learning style button. The displayed content is the theory about characterization presented in the form of a concept map. Next, they read the explanation about the main and supporting characters. After pressing the button "*saya paham*", then they continue by completing the assignment. Students listen to the YouTube musicalization of the short story titled, "Napas Terakhir Ibu". Next, students are asked to summarize the characters' traits and the messages

Contained within. To provide reinforcement, a conclusion section is created which includes ways to determine a character's traits. Here is the initial display of the activity with a visual learning style, can be seen in Figure 9.

Figure 9. Visual Gofin Option Display

In addition, the basic competenciesand materials in this Student Worksheet can be read and downloaded as access to administer all learning materials. After each material, there are practice activities as comprehension tests with interactive forms in every possible answer chosen by the students. This can replace the teacher's role in providing feedback or guidance on every activity carried out by the students. This feedback is also expected to reduce boredom in the learning process, so that students develop a high level of curiosity at every step they will go through in the learning process. Here is an example of the feedback sentence that will appear for each student's answer, which is designed to be as interactive as possible, can be seen in Figure 10.
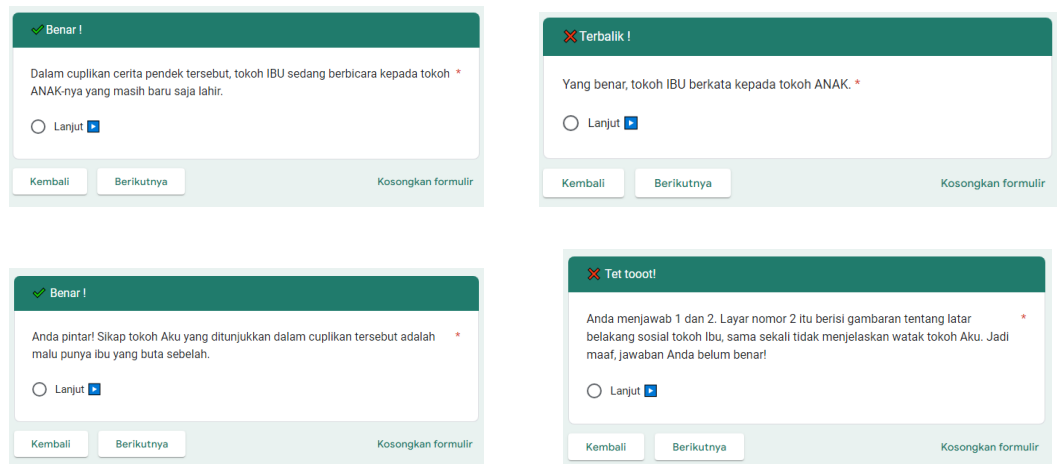
Figure 10. Example Display of Feedback for Each Answer Choice

3.3.3 *Reflection Activity*

At the end of this Student Worksheet (LKPD) design is the learning reflection. Reflection is done by selecting an interesting emoticon, with options such as very happy, quite interesting, average, or boring. Students are also asked to summarize the learning that has been done.

Below is the reflection display that will be filled in and selected by students as an illustration of the achievement of learning using the Gofin-based LKPD on short story texts, can be seen in Figure 11.

Figure 11. Reflection Section Display

3.3.4 Evaluation Activity

Evaluation is the process of gathering information to assess students' progress, achievements, and effectiveness in achieving learning goals. In this activity, students are given Worksheets to work on and submit to the teacher. Students can directly download at this stage and submit all learning activities that have been carried out from the beginning to the end of the learning process. Here is the evaluation section display on Gofin, can be seen in Figure 12.
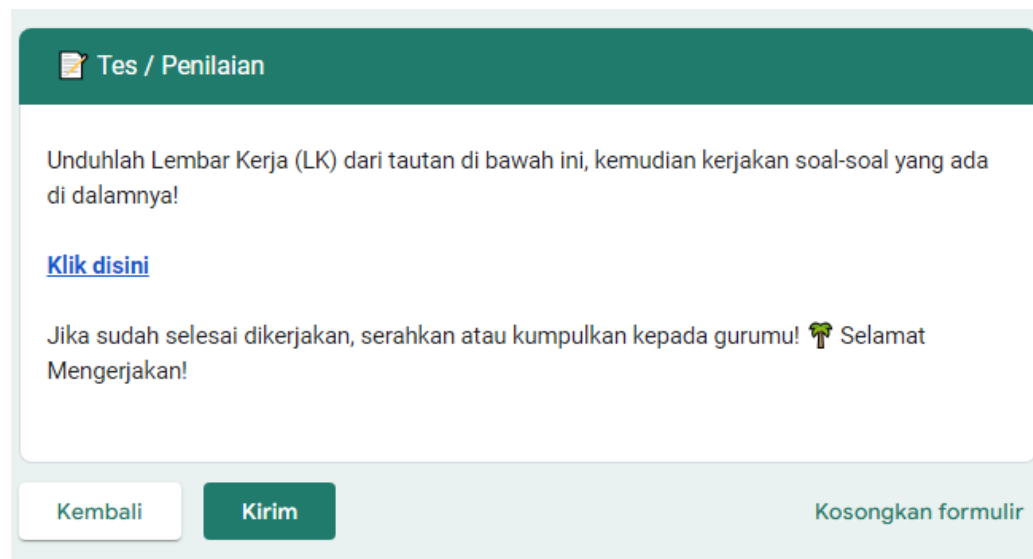
Figure 12. Evaluation Section Display

Based on validation by experts and student response questionnaires, the results are as follows in Table 4; (1) Material expert validation result: 87.5% in the 'Very Good' category; (2) Media expert validation result: 83% in the 'Very Suitable' category; (3) Student response questionnaire result: 96% in the 'Very Interesting' category.

Table 4. Results of Material Expert Validation

Criteria	Item	Score	Maximum Score	Score Average	Percentage Criteria
Curriculum Alignment	1	4	5	4	80%
	2	4	5		
Language Suitability	1	4	5	4,5	90%
	2	5	5		
Content Suitability	1	4	5	4,4	88%
	2	4	5		
	3	4	5		
	4	4	5		
	5	5	5		
	6	5	5		
	7	5	5		
	8	4	5		
	9	5	5		
	10	4	5		
Effectiveness of the Material	1	4	5	4,5	90%
	2	5	5		
Total		**70**	**80**		
Percentage		**87.5%**	**100%**		

Table 5. Results of Media Expert Evaluation

Criteria	Item	Score	Maximum Score	Average Score	Percentage Criteria
Display	1	3	5		
	2	4	5		
	3	4	5		
	4	4	5	3,88	77,5%
	5	4	5		
	6	5	5		
	7	3	5		
	8	4	5		
Product Design	1	4	5	4,5	90%
	2	5	5		
Effectiveness	1	4	5		
	2	4	5	4	80%
	3	4	5		
	4	4	5		
Language	1	5	5	4,5	90%
	2	4	5		
Compatibility	1	5	5		
	2	4	5	4,5	90%
	3	5	5		
	4	4	5		
Total		**83**	**100**		
Percentage		**83%**	**100%**		

Based on in Table 5, the results of the validity test of teaching materials for short story texts based on Gofin with a differentiated learning approach, it shows a curriculum alignment level of 80%, language suitability of 90%, content suitability of 88%, and material effectiveness of 90%. With a total score of 87.5%. Overall, the teaching materials for short story texts based on Gofin with a differentiated learning approach can be categorized as 'Very Good' in terms of material suitability and are suitable for use.

From the evaluation results of the validity of the media for teaching short story texts based on Gofin with a differentiated learning approach, the following scores were obtained: in terms of appearance and layout, a score of 77.5% was obtained, product design scored 90%, media effectiveness scored 80%, language used in the media scored 90%, and media compatibility scored 90%. With a total overall score of 83%. Based on this assessment, it can be concluded that in terms of media suitability, the teaching materials for short story texts based on Gofin with a differentiated learning approach can be categorized as 'Very Suitable' for use, can be seen in Table 6.

The percentage of student response questionnaire attainment reached 96%, indicating that the teaching materials for short story texts based on GOFIN with a differentiated learning approach are "Very Good" or can be said to be "Very Interesting."

Table 6. Student Response Questionnaire

No	Criteria	Total Obtained	Maximum Score	Percentage	Category
1	I can easily understand the content of the Student Worksheet	30	30	-	-
2	The instructions in the Student Worksheet are easy to understand	30	30	-	-
3	I am happy and enthusiastic about learning using the Student Worksheet	30	30	-	-
4	After using the Student Worksheet in the learning process, my understanding of the subject matter has improved	28	30	-	-
5	The appearance of the Student Worksheet is attractive	26	30	-	-
	Total	**144**	**150**	**96%**	**Very Interesting**

4. Discussion

The role of a teacher in determining the learning approach is crucial because teachers play a primary role in guiding, motivating, and directing students towards achieving learning objectives. Some roles of teachers in the learning process are as follows: (1) adapting to the learning needs of students, (2) facilitating active learning, (3) inspiring learning motivation, and (4) providing constructive feedback.

Thus, a teacher must make an effort in determining the learning approach as it can influence the success of students in achieving learning objectives. This approach is in line with the statement that the best teaching methods should consider that each individual has differences in learning styles (Aziz et al., 2022). If students are aware of their learning style characteristics, the learning process will become more effective. This is the key reason why differentiation is applied in learning activities. Differentiated learning approaches can be based on the characteristics of students' learning styles, which include kinesthetic, auditory, and visual learning styles. (Rambe & Yarni, 2019; Sulistyowati et al., 2021).

Kinesthetic learning style is the way students acquire information through physical processes, namely by touching and moving (Natalia & Astuti, 2019). Overall, the characteristics of students who have a kinesthetic learning style tend to prefer learning through practical methods that involve physical movement (Rokhayah, 2023). It is very reasonable if kinesthetic learners find it difficult to sit still. They should be given tasks that involve playing games. Therefore, role-playing is appropriate for this type.

Auditory learners use their listening skills to facilitate the learning process, making it easier for them to receive material presented through discussions or question-and-answer sessions (Putra et al., 2020). Students easily remember what they hear, but they also have their concentration easily broken when there is noise. They are able to remember well the oral explanations given by the teacher and enjoy speaking and discussing.

Visual learners are directed to learn through visual observation, looking, observing, and the like (Rambe & Yarni, 2019). Students with a visual learning style have an advantage in their ability to remember information from what they see and are also not easily disturbed by noise in the classroom (Afriana & Mulyawati, 2023; Sultana, 2021). Their weakness is that students tend to speak at a fast pace. Readings are more appropriate to help their learning. The use of colorful and engaging pictures will foster great interest (Rifqiani et al., 2024; Wulandari et al., 2023).

With a differentiated learning approach, it can be an alternative in designing literature teaching, specifically short story texts, by introducing Student Worksheets that can accommodate differences in students' interests, abilities, and learning styles. By utilizing the Google Forms application, the development of Student Worksheets becomes

more dynamic and interactive, allowing students to learn independently and according to their needs.

The decision to use Google forms as the platform for developing teaching materials in the form of Student Worksheets is based on the advantages of this platform in its ease of operation (user-friendly) (Natalia & Zagoto, 2023). Santoso, (2019) also aligns with this and mentions several advantages of Google Forms, such as: (1) its very easy utility, both in creation and usage, (2) it can be enjoyed for free, (3) it has a lightweight program compared to other similar programs, (4) it allows for sharing across various platforms so that everyone can fill out quizzes or questionnaires prepared to gather information, (5) it is equipped with SpreadSheets features that make it easy to view the collected survey results in a neat and automatic manner on the form, and can display information from responses based on time and graphics using this Spreadsheets feature (Hababi, 2023; Santoso, 2019).

Interactive Google Forms-based Student Worksheets designed based on the concept of differentiated learning requires innovation and creativity to enhance students' learning motivation. Although in creating Student Worksheets, it is necessary to maintain the important components in each stage, namely the apperception activity, core activity, reflection activity, and evaluation activity.

In the apperception activity, motivational sentences are always incorporated, which are considered essential at the beginning of the learning process. Motivation itself is seen as a psychological drive that motivates students to be willing to learn something (Logan et al., 2017). Even in its simplest form, motivation is highly necessary. Research even shows that motivational sentences are more meaningful than material provision (Nurman & Pagarra, 2023).

In the core activity, it plays a primary role in the learning process because this is where students actively engage in Indonesian language learning activities, searching for and studying materials directly (Zeni et al., 2023). This section provides an opportunity for students to understand the basic competencies that will be achieved in learning by using the Student Worksheet.

The next step, the learning reflection activity, is also necessary for the results to be meaningful (Sumaji & Wahyudi, 2020). The final stage, the evaluation activity, plays a crucial role in the education system as it provides feedback to students and teachers about the level of understanding and skills that have been achieved, and to improve the ongoing learning process (Al-faruq, 2023).

5. Conclusions

Overall, from the stages of analysis, design, and development, the following conclusions can be drawn. First, the research and development of instructional materials in the form of Interactive Google form-Based Short Story Worksheets (GOFIN) with a differentiated learning approach applied to ninth-grade students at MTs Hasyim Asy`ari Kota Batu have been successfully conducted, resulting in a sequence of learning implementation and instructional design that can be utilized. Second, the development yielded that the instructional materials of Gofin-based worksheets were designed to be as interactive as possible in response to all student activities within the content material. Third, the development of GOFIN-based worksheets with a differentiated learning approach represents a new innovation in instructional material development that can be adapted to the needs, interests, and learning styles of students. With the development of GOFIN-based worksheets (Interactive Google form) with a differentiated learning approach, it is hoped to enhance students' interest and learning outcomes in literary materials, especially short stories. Additionally, this instructional material is expected to be an effective learning resource in both the current curriculum and future curriculum reforms. It is evident that the development of GOFIN-based instructional materials with a differentiated learning approach is highly appealing to students and is highly suitable for use in teaching.

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